



The panorama of mental disorders and alcohol and drugs abuse and problematic use is enhanced in this new issue of SMAD, presenting different health professionals' care perspective, including the interface with education.

Nursing actions in mental disorders are analyzed from the viewpoint of care delivery to relatives and BAD patients in the papers *The burden of living with schizophrenia patients: nursing building family care* and *The role of the nurse in the treatment adherence of bipolar affective disorder patients: what do the records say?* These two studies call attention to the need to broaden these actions, acknowledging that nurses are important care agents.

The expanded care perspective extends to professionals from other areas, like Physiotherapy, and this theme is explored in the paper *The impact of physiotherapy on the psychosocial rehabilitation of mental disorder patients*, which focuses on professionals' activities in the hospital context with a view to users' rehabilitation.

Another study, entitled *Opinion of hospitalized psychiatric patients on the smoking habit*, discusses the paradox between excessive cigarette consumption in psychiatric hospitalization environments and anti-smoking policies, giving voice to patients in the attempt to understand the problem, with a view to better interventions.

Two other studies, *Reflection on the Brazilian Ministry of Health's policy for care delivery to users of alcohol and other drugs*, from the perspective of the Sociology of Absences and Emergencies and *International scientific production on damage reduction: a comparative analysis between MEDLINE and LILACS*, discussing the polemics of excluding or inclusive care for drugs users. The former through the analysis of the proposals the Brazilian Ministry of Health has formulated in its national policy and their practice. The other study aimed to outline and identify studies that focus on damage reduction as a strategy for care delivery to drugs users in international literature.

Finally, at the interface between education and mental health, the paper *When is it going to end?* presents a narrative review on the terminality of the school period for mentally impaired students and discusses formal education for the disabled, with a view to having these students reach the terminal phases of the process, so that they have tools at their disposal that permit actual inclusion in the social contexts they live in.

We invite you readers to travel through the journal.

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